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ABSTRACT

An examination of the representation of doctoral level, United States-based, racial/ethnic minority professionals (n=1,597) by division within the American Psychological Association (APA) was conducted. Membership status (i.e., member, fellow), specialty area, and sex also are noted in the compilation of findings. Results indicate that U.S.-based, doctoral level, minority professionals who have the potential to influence the future of each discipline within psychology appear to be quite limited, comprising only 2.6% of the total APA membership. Three ways by which the APA may begin addressing this under-representation are recommended: (1) all APA-approved training programs responsible for the instruction of undergraduate and graduate students should insure that students are exposed early in their educations to extensive information related to every possible APA division and psychology specialty; (2) an archival study should be conducted which analyzes the composition of those APA members who have no division membership; this study could increase understanding of such a professional choice; additionally, this population of members could serve as a pool for recruitment by all divisions--particularly those with little minority representation; and (3) senior division members who are APA fellows could begin to mentor minority members for fellow status within the division. Ten tables presenting results are appended. Contains 15 references. (TS)

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MINORITY REPRESENTATION WITHIN FIELDS IN PSYCHOLOGY: IMPLICATIONS FOR CAREER COUNSELING, TRAINING, AND APA RECRUITMENT BY DIVISION

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Minority Representation within Fields in Psychology:

Implications for Career Counseling, Training,

and APA Recruitment by Division

Abstract

This article presents the results of an examination of the representation of doctoral level, USA-based, racial/ethnic minority professionals by division within the American Psychological Association. Membership status (i.e., member, fellow), specialty area, and sex also are noted in the compilation of the findings. Authors discuss the implications for doctoral-level minority under-representation within disciplines in the field of psychology. Explanations for findings and recommendations for training programs, APA divisional recruitment practices, and future research are provided.

Introduction

Over the past decade, the Department of Research of the American Psychological Association has documented a persisting under-representation of doctoral-level racial/ethnic minorities in psychology(9.3%). Eighty-seven percent Anglo Americans, 3.4% African Americans, .4% American Indians, 1.8% Asian Americans, and 3.7% Hispanic Americans composed this population of psychology doctoral degree recipients in 1991. This is particularly important to note given that 30-35% of the total USA population consists of individuals who identify as racial/ethnic minorities. This representation is expected to increase significantly within the next decade.

Given that doctoral level professionals assume training responsibilities, and are most responsible for policy development in the profession of psychology and within the USA government, direct contributions from minorities will remain quite limited in the existing power structure if the current under-representation persists. Although master's level professionals in psychology do tend to provide most of the service delivery within communities, seldom do professionals without doctoral training become major contributors to a discipline or leaders within the governing bodies of professional organizations. Consequently, within disciplines in psychology where there is only a small doctoral-level minority representation, there may be an unchallenged silence addressing issues of race, ethnicity, and culture within

the context of service delivery and research. Traditional practices and theories that have been found relevant and effective with majority populations may inadvertently and inappropriately be imposed upon minority populations. There are many examples in the multicultural literature wherein such generalizations have have been challenged and reconceptualized (Comas-Diaz & Griffith, 1988; Dana, 1993; Leong, 1995; Ponterotto, Casas, Suzuki, & Alexander, 1995; Sue & Sue, 1990).

Although decreasing the probability of ineffective service delivery practices with members of racial/ethnic minority populations is an important reason to examine minority under-representation within areas of psychology, there are other implications that directly influence all participants in the process of career decision-making and career development among racial/ethnic minorities.

First, those involved in the guidance, mentoring, and instruction of undergraduate students and graduate trainees may be directly affected by persisting under-representation of racial-ethnic minorities within certain areas of psychology. The absence of a critical mass of racial/ethnic minority members or visible and well-known minorities within certain disciplines may reinforce professionals' perceptions of inaccessibility by minorities. Professionals may unknowingly assume that certain minorities should not pursue or would not succeed in areas with little minority representation. Betz & Fitzgerald (1995) warn

professionals to avoid uniformity assumptions, that is, the assumption that all individuals of a given race, ethnicity or culture have the same values, goals, and experiences.

Consequently, career alternatives for minority trainees considering psychology as a profession may be limited by faculty's limited vision. Unfortunately, trainees may be perceived as incapable of developing competency in required skills in disciplines where there is little minority representation. In these cases, faculty may guide minority students only toward specialty areas wherein there is an established minority representation.

In addition, professionals who would choose to assume the role of mentor to racial/ethnic minority students may also tend to have interests in issues related to diversity and culture. Such faculty could develop tunnel vision about only those divisions and specialties that highlight this interest and may not present all of the professional options available to students considering psychology a career decision. In efforts to recruit, minority students, well-meaning mentors may subtly guide trainees into their own specialty areas.

Second, racial/ethnic minority students might be directly influenced by the under-representation of same group membership in specific disciplines. For example, some students may hesitate to pursue specialties wherein there are few or no 'known' minorities,in general, or of their same racial/ethnic group. Even

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if exposed to all available alternatives in psychology, some students may tend to move toward disciplines wherein the chances for alienation due to race and ethnicity are decreased. Students may choose specialty areas based on prior knowledge and perceived potential for personal comfort and support. Though trainees' professional interests and competencies may fit that of specific specialty areas, those areas having little or no 'visible' minority representation may not be considered as options.

Consequently, racial homogeneity is maintained in many specialty areas in psychology. Current and future professionals within such disciplines remain unchallenged in attending to issues of diversity among colleagues and recipients of service delivery. The significant contribution of increased minority representation remains limited to areas wherein there are larger representations; where it is needed least.

In response to observations of long-standing doctoral level minority under-representation, a new APA Commission has been established to study the issue of Ethnic Minority Recruitment, Retention and training in psychology. The first formal meeting occurred December 1994. In addition, the Board of Educational Affairs is launching a new Task Force on Diversity that will focus on infusion of diversity across all levels of education in psychology and for all student who take psychology coursework. (At the time of the writing of this paper, this task force had not convened.) Focused effort to directly address this under-

representation appears to be relatively new. Identifying disciplines in psychology where there is a critical mass of doctoral level racial/ethnic minorities, and where there is not, would appear critical to those who: have the task of career guidance and counseling; are interested in preparing all professionals to more effectively respond to the changing population; and, to those who are interested in preparing all professionals to be comfortable working collaboratively with peers from all racial/ethnic backgrounds.

The first step in more clearly understanding and addressing minority under-representation in the profession should begin in the careful review of the information provided in three key publications: Profile of APA Members by race/ethnicity: 1993; 1992 APA Membership Register; and the 1993 Directory for APA Racial/Ethnic Minority Membership. The Register presents a color blind view of the membership, yet provides division membership status, fellow status, and the country of residence of all members. The Directory adds to this information by presenting the memberships' academic majors, and the specialty areas by racial/ethnic minority group. The Profile presents an overview of membership demographics and the most comprehensive compilation of the membership by racial/ethnic group membership and division. Data indicates an approximate 5% minority representation within the APA membership, which is somewhat disconcerting given that there is an approximately 10% minority representation among

doctoral degree recipients (National Research Council, 1993; ODEER's Doctorate Employment Survey, 1993). However, even in this document, there is no compilation of information that clearly delineates minority division membership by country of residence and degree-level. Minorities in both the Directory and the Profile reflect an international composition, and only the Directory attends to degree level. Consequently, little is understood about the representation of doctoral level, USA based, racial/ethnic minority representation within the APA.

The primary purpose of this archival study is to identify the representation patterns of doctoral level, USA based, racial/ethnic minority members by APA division and academic majors. Results should assist in: understanding the process of career decision-making and professional identity among racial/ethnic minority professionals in psychology in this country; identifying divisions wherein a minority power based might be present as well as those divisions where there is no minority power base; identifying unique patterns of professional interests that might exist among minority members; and, in identifying APA divisions that have been least and most effective in attracting minority group membership.

Method

All professionals meeting the research criteria (i.e., USA-based, doctoral level, member or fellow status) were selected from the Directory of Racial/Ethnic Minority APA Membership

(N=1597). Academic major and specialty areas were compiled for each name included from this publication. Each name was cross-referenced in the 1993 Register in order to identify division membership and APA fellow status.

Results

Table 1 presents a list of the APA divisions by number and name.

Table 2 presents the representation of division membership by racial/ethnic group membership. The number of fellows and percentage of minorities reporting a specialty in issues related to race, ethnicity, and culture are also noted by division.

Table 3 presents minority membership by racial/ethnic group and sex.

Table 4 presents the representation of academic majors by racial/ethnic group membership. No American Indian professionals were found in psychology of women, public administration, experimental psychology, behavioral medicine, pastoral psychology, environmental psychology, general psychology, physiological psychology psychometrics, pediatrics, program evaluation, psychopharmacology, nursing or systems and methods. No Asian American professionals were found in psychology of women, public administration, forensic psychology, pastoral psychology, health psychology, or systems and methods. No African American professionals were found in rehabilitation psychology, forensic psychology, psychopharmacology, cognitive

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psychology, or nursing. No Hispanic American professionals were found in public administration, pastoral psychology, environmental psychology, personality psychology, psychopharmacology, nursing, systems and methods.

Table 5 presents the representation of APA fellows by race, ethnicity, and sex. Except in the case of American Indian professionals, men were 2-3 times more likely to have fellow-status than women.

Tables 6 and 7, respectively, present the highest and lowest minority representation by division. Division 45 had the highest representation (n=398) with Division 31 the lowest (n=5).

Table 8 presents the 10 divisions with the highest percentages of minority representation. Division 45 had the largest minority representation (48.4%). Table 9 presents the 14 divisions that have no representation of minority fellows. Table 10 presents the 7 divisions with minority representation having no specialty related to issues of culture, race, or ethnicity.

Discussion

Results indicate that current publications describing APA membership might be inadvertently masking a much more extensive minority under-representation within APA membership. USA based, doctoral level, minority professionals who have the potential to influence the future of each discipline within psychology appear to be quite limited. Such professionals were found to comprise only 2.6% (n=1597) of the total APA membership (member status).

Most divisions (38) were found to have 3% and less total minority representation. Where are the doctoral level minority professionals in psychology?

One explanation for these results is that a number of minority professionals are choosing not to affiliate with the APA. This explanation is supported by the fact that although 3,322 minorities in this country received doctoral degrees in psychology in 1991 (Cubby, 1995), there was only a total of 3,748 APA minority membership, including all levels of training and countries of origin, in 1993. Given the research and scholarship focus of the APA and that only 3% of all faculty are minorities, racial/ethnic minorities may be choosing to engage in more service delivery related activities or affiliate with professional associations wherein the improvement of service delivery and support for engaging in these activities are emphasized (i.e., American Counseling Association, American College Personnel Association, National Association of Student Personnel Administrators, etc.). Even though a number of minorities do choose psychology as a profession, many are not choosing APA. Are minority professionals not mentored to see the importance of affiliation with the APA? Do minority professionals experience professional development that does not include APA conference attendance or association participation prior to receipt of the doctoral degree? What percentage of minority trainees is being recruited by and graduating from APA

approved psychology programs? Are minority faculty being mentored by faculty who are actively involved in the APA? Future research targeting these questions would certainly begin to shed some light on the career development of racial/ethnic minorities in psychology.

A second explanation for these results is that 38-42% of each minority group (Cubby, 1995) reports APA membership, but no division affiliation. Consequently, some doctoral level professionals appear to see the benefit of affiliation with APA, but do not hold as a priority division membership. The answer to these questions remains unaddressed.

A third explanation for this under-representation of minorities across divisions is that almost half of the minorities indicating division membership (n=-1070) out of the total (n=2427) is represented across only 6 divisions, while all other membership is scattered across the other 43 divisions. Do minority professionals tend to affiliate with disciplines and divisions wherein there are other minorities? Do minority professionals tend to affiliate with disciplines and divisions that are 'minority friendly' or comfortable? Are career counselors and mentors guiding minorities only to divisions and disciplines within psychology that already have a strong representation of minorities? Are minority trainees and professionals mentored only by senior faculty who are interested in disciplines within psychology wherein there is a large

representation of minorities? These are questions that must be considered in addressing the issue of low minority representation in psychology, in APA, and in each APA division. On the other hand, well-defined interests, beliefs, values and behaviors that racial/ethnic minorities bring to training may also influence the attraction to these 6 APA divisions and avoidance of the other 6 divisions where there is least representation. Gender (Betz, 1991; Bingham & Ward, 1994; Collins, 1991; Hull, Scott, & Smith, 1982), racial identity development (Bowman, 1995; Helms, 1991), level of acculturation (Leong, 1993; Martin, 1991), and language usage (Martin, 1991) are just four critical factors that must be considered in understanding the career development of minority students. Future study of these factors in deciding specialty area in psychology and minority presentation within APA division(s) of choice is strongly suggested.

A fourth explanation for this perceived under-representation of minorities among doctoral level professionals in psychology is that the Directory may not have consisted of a complete list of the doctoral level minority membership pool for several reasons. For example, some minorities may have been missed in the survey that resulted in the compilation of the names for the directory. Clerical errors might have occurred which resulted in the omission of the names of some of the APA members who did submit their information. Some members of APA who do self-label as

American Indian, African American, Asian American, or Hispanic American, may not perceive themselves as 'minority' and, subsequently, would not have submitted their name for the Directory. Consequently, their names might be represented in the Registry, but not in the Directory. In this study they would have been omitted. This is a limitation of the findings of this study that must be considered.

Implications

These findings provide a glimpse of where the APA might begin in addressing the under-representation of racial and ethnic minorities in fields of psychology. First, all APA-approved training programs responsible for the instruction of undergraduate and graduate students should insure that students are exposed to extensive information related to every possible APA division and psychology specialty early in their education. The pros and cons for APA affiliation and involvement in the process of career development and professional identity should be discussed in depth. Many undergraduate and graduate students are unaware of what APA is and their vision of psychology may be limited to what they see on television, hear on the radio, and if they are lucky, what they know of the work of their individual professors. Opportunities for early affiliation and professional involvement in APA would appear important in order for students to make informed decisions about career decision-making and involvement within the political structure of psychology.

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Second, an archival study of the composition of those APA members who have no division membership might be critical in increasing understanding of this professional choice. In addition, this population of members might serve as a pool for recruitment by all divisions, particularly those divisions with little minority representation. Some APA divisions might initiate invitations to these members who have specialties related to division interests. Some APA divisions with little representation of specialties related to diversity, might distribute fliers to non-division members describing the division and opportunities for sponsorship and participation.

Third, senior division members who are APA fellows might begin to mentor minority members for fellow status within the division. This would be particularly true for those divisions that have no minority fellows and little representation of members with specialties related to culture, race, and ethnicity. Targeting women as mentees toward fellow status would appear critical given the stark under-representation of women at this level of professional recognition found in this study.

In summary, given this under-representation of doctoral-level, minority professionals within APA, any delay in engaging an organization-wide effort toward the activities indicated above would indicate a commitment to maintain status quo within many APA divisions.

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Table 1.

DIVISION # AND NAME
(PH.D. MINORITY MEMBERSHIP/TOTAL MEMBERSHIP)

---

1. GENERAL PSYCHOLOGY (139/4315)
2. TEACHING OF PSYCHOLOGY (43/1974)
3. EXPERIMENTAL PSYCHOLOGY (16/1171)
5. EVALUATION AND MEASUREMENT (46/1428)
6. PHYSIOLOGICAL AND COMPARATIVE (8/689)
7. DEVELOPMENTAL PSYCHOLOGY (29/1256)
8. PERSONALITY AND SOCIAL (69/2769)
9. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES (130/2610)
10. PSYCHOLOGY AND THE ARTS (7/622)
12. CLINICAL PSYCHOLOGY (188/6417)
13. CONSULTING PSYCHOLOGY (26/917)
14. INDUSTRIAL AND ORGANIZATIONAL (38/2483)
15. EDUCATIONAL PSYCHOLOGY (59/1959)
16. SCHOOL PSYCHOLOGY (38/2116)
17. COUNSELING PSYCHOLOGY (95/3211)
18. PSYCHOLOGISTS IN PUBLIC SERVICE (31/1035)
19. MILITARY PSYCHOLOGY (6/486)
20. ADULT DEVELOPMENT AND AGING (24/1506)
21. APPLIED EXPERIMENTAL AND ENGINEERING PSYCHOLOGISTS (8/451)
22. REHABILITATION PSYCHOLOGY (27/1241)
23. CONSUMER PSYCHOLOGY (11/442)
24. THEORETICAL AND PHILOSOPHICAL PSYCHOLOGY (9/656)
25. EXPERIMENTAL ANALYSIS OF BEHAVIOR (13/954)
26. HISTORY OF PSYCHOLOGY (18/1001)
27. SOCIETY FOR COMMUNITY RESEARCH AND ACTION: THE DIVISION OF COMMUNITY PSYCHOLOGY (54/873)
28. PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE (25/959)
29. PSYCHOTHERAPY (100/5336)
30. PSYCHOLOGICAL HYPNOSIS (49/1577)
31. STATE PSYCHOLOGICAL ASSOCIATION AFFAIRS (5/471)
32. HUMANISTIC PSYCHOLOGY (21/822)

Table 1 cont

DIVISION # AND NAME
(PH.D. MINORITY MEMBERSHIP/TOTAL MEMBERSHIP)

---

33. MENTAL RETARDATION (25/936)
34. POPULATION AND ENVIRONMENTAL PSYCHOLOGY (11/435)
35. PSYCHOLOGY OF WOMEN (75/2526)
36. PSYCHOLOGY OF RELIGION (36/1436)
37. CHILD, YOUTH, AND FAMILY SERVICES (49/1552)
38. HEALTH PSYCHOLOGY (70/3204)
39. PSYCHOANALYSIS (40/3443)
40. CLINICAL NEUROPSYCHOLOGY (89/3386)
41. PSYCHOLOGY-LAW SOCIETY (42/1550)
42. PSYCHOLOGISTS IN INDEPENDENT PRACTICE (115/5661)
43. FAMILY PSYCHOLOGY (38/1786)
44. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF LESBIAN AND GAY ISSUES (30/688)
45. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF ETHNIC MINORITY ISSUES (398/821)
46. MEDIA PSYCHOLOGY (12/432)
47. EXERCISE AND SPORT PSYCHOLOGY (34/992)
48. PEACE PSYCHOLOGY (11/642)
49. GROUP PSYCHOLOGY AND GROUP PSYCHOTHERAPY (20/774)

Table 2

APA PH.D. LEVEL U.S.A RACIAL/ETHNIC MINORITY MEMBERSHIP STATISTICS BY DIVISION

% TOTAL MEMBERSHIP	NATIVE AMERICAN	ASIAN AMERICAN	AFRICAN AMERICAN	HISPANIC AMERICAN	# FELLOWS	% MINORITIES AS ETHNICITY SPECIALIST
1. 3.2	2.8	25.8	33.1	38.1	6	8.6
2. 2.1	4.6	39.5	41.8	13.9	2	6.9
3. 1.3	6.3	81.2	6.3	6.3	3	0
5. 3.2	4.3	43.4	21.7	30.4	2	8.6
6. 1.2	12.5	50.0	12.5	25.0	2	12.5
7. 2.3	0	34.4	48.2	17.2	3	3.4
8. 2.5	1.4	37.6	40.5	20.2	3	23.1
9. 4.9	5.3	28.4	40.0	26.1	15	28.4
10. 1.1	0	14.2	71.4	14.2	0	0
12. 2.9	4.7	23.9	41.4	29.7	12	14.8
13. 2.8	3.8	19.2	50.0	26.9	2	7.6
14. 1.5	5.2	23.6	31.5	39.4	0	2.6
15. 1.8	3.0	25.0	37.0	35.0	3	10.0
14. 3.1	8.1	34.6	32.6	24.4	2	8.1
15. 3.0	6.7	33.8	44.0	15.2	7	16.9
16. 1.7	10.5	21.0	47.3	21	4	5.2
17. 2.9	1.0	29.4	49.4	20.0	5	25.2
18. 2.9	9.6	22.5	48.3	19.3	0	16.1
19. 1.2	0	16.6	50.0	33.3	1	0
20. 1.6	8.3	33.3	25.0	33.3	3	4.1
21. 1.7	0	75.0	12.5	12.5	1	0
22. 2.1	11.1	44.4	18.5	25.9	1	3.7
23. 2.4	0	27.2	18.1	54.5	0	9
24. 1.3	0	22.2	44.4	33.3	0	11.1
25. 1.3	7.6	30.7	30.7	30.7	2	0
26. 1.8	11.1	22.2	38.8	27.7	1	27.7
27. 6.1	12.5	18.5	55.5	22.2	13	28.6
28. 2.6	8.0	28.0	36.0	28.0	2	4.0
29. 1.8	3.0	25.0	37.0	35.0	3	10
30. 3.1	8.1	34.6	32.7	24.4	2	8.1
31. 1.0	0	60.0	20.0	20.0	0	0
32. 2.5	0	28.5	57.1	14.2	0	14.2

Table 2 continued

% TOTAL MEMBERSHIP	NATIVE AMERICAN	ASIAN AMERICAN	AFRICAN AMERICAN	HISPANIC AMERICAN	# FELLOWS	% MINORITIES AS ETHNICITY SPECIALISTS
33.26	24.0	28.0	20.0	28.0	6	0
34.25	0	36.3	36.3	27.2	2	27.2
35.29	5.3	20.0	57.3	17.3	7	24.0
36.25	8.3	44.4	27.7	19.4	0	8.3
37.31	6.1	22.4	42.8	28.5	4	10.2
38.21	4.2	35.7	32.8	27.1	3	11.4
39.11	2.5	12.5	32.5	52.5	0	7.5
40.26	14.6	22.4	23.5	39.3	1	5.6
41.27	2.3	19.0	19.0	59.5	1	7.1
42.20	10.4	20.8	36.5	32.1	3	12.1
43.21	7.8	26.3	28.9	36.8	0	7.8
44.43	0	13.3	43.3	40.0	3	36.6
45.48.4	5.0	20.1	40.4	34.4	32	30.4
46.27	8.3	8.3	33.2	50.0	0	16.6
47.342	8.8	20.5	41.1	29.4	0	17.6
48.17	0	9	54.5	36.3	0	18.1
49.25	5.0	20.0	50.0	25.0	0	5.0

Table 3

APA PH.D. MINORITY MEMBERSHIP BY RACE, ETHNICITY, AND SEX

RACIAL ETHNIC GROUP	MALES	FEMALES	TOTAL
AMERICAN INDIAN			
N	42	26	68
%	62%	38%	
ASIAN AMERICAN			
N	301	137	438
%	68%	32%	
AFRICAN AMERICAN			
N	250	308	558
%	45%	55%	
HISPANIC AMERICAN			
N	310	224	533
%	58%	42%	
TOTAL NUMBER	903	694	1597
TOTAL % MINORITIES BY SEX	56%	44%	(2.6% TOTAL APA MEMBERSHIP)

Table 4

PERCENTAGE OF APA PH.D. MEMBERSHIP'S MAJORS IN PSYCHOLOGY BY RACIAL/ETHNIC GROUP MEMBERSHIP

ACADEMIC MAJOR (N)	AMERICAN INDIAN (%)	ASIAN AMERICAN (%)	AFRICAN AMERICAN (%)	HISPANIC AMERICAN (%)
PSYCHOLOGY OF WOMEN (2)	0	0	50	50
PUBLIC ADMINISTRATION (1)	0	0	100	0
CLINICAL (901)	2.8	25	34.5	37.5
REHABILITATION (6)	16.6	66.6	0	16.6
PSYCHOTHERAPY (17)	5.8	23.5	29.4	41.1
FORENSIC (3)	33.3	0	0	66.7
EXPERIMENTAL (24)	0	37.5	41.6	20.8
COUNSELING (186)	8	22	42.4	27.4
BEHAVIORAL MEDICINE (7)	0	14.2	28.5	57.1
PROFESSIONAL (12)	8.3	8.3	41.6	41.6
PASTORAL (2)	0	0	100	0
ENGINEERING (5)	20	40	40	0
ENVIRONMENTAL (4)	0	0	100	0
DEVELOPMENTAL (54)	1.9	31.5	50	16.6
COMMUNITY (12)	8.3	8.3	33.3	50
GENERAL (20)	0	35	45	20
SCHOOL (53)	5.6	16.9	50.9	26.4
PHYSIOLOGICAL (6)	0	33.3	16.6	50
EDUCATIONAL (65)	4.6	49.2	32.3	13.8
PSYCHOMETRICS (8)	0	50	25	25
INDUSTRIAL AND ORGANIZATIONAL (51)	7.8	23.5	33.3	35.2
PEDIATRIC (8)	0	12.5	62.5	25
SOCIAL (67)	4.4	32.8	38.8	23.8
PROGRAM EVALUATION (5)	0	20	40	40
PERSONALITY (10)	10	40	50	0
PSYCHOPHARMACOLOGY (2)	0	100	0	0
COGNITIVE (5)	20	40	0	40
NURSING (1)	0	100	0	0
HEALTH (9)	11.1	0	33.3	55.5
SYSTEMS AND METHODS (1)	0	0	100	0

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Table 5

REPRESENTATION OF MINORITY APA FELLOWS BY RACE, ETHNICITY, AND SEX

MINORITY GROUP	MALES	FEMALES	TOTAL
AMERICAN INDIAN			
N	3	4	7
%	42.8	45.2	7.7% MINORITY APA FELLOWS
ASIAN AMERICAN			
N	22	7	29
%	75.8	24.2	31.8% MINORITY APA FELLOWS
AFRICAN AMERICAN			
N	19	11	30
%	63.3	36.6	32.9% MINORITY APA FELLOWS
HISPANIC AMERICAN			
N	18	7	25
%	68	29	27.4% MINORITY APA FELLOWS
TOTAL			
N	62	29	91 (2.2% OF TOTAL # OF APA FELLOWS; N=4121)
%	68	32	

Table 6.

HIGHEST MINORITY REPRESENTATION BY DIVISION (N>100)

DIVISION NUMBER AND NAME	TOTAL MINORITY REPRESENTATION
1. GENERAL PSYCHOLOGY	139
9. SPSSI	130
12. CLINICAL PSYCHOLOGY	188
29. PSYCHOTHERAPY	100
42. PSYCHOLOGISTS IN INDEPENDENT PRACTICE	115
45. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF ETHNIC MINORITY ISSUES	398

Table 7.
LEAST MINORITY REPRESENTATION BY DIVISIONS (N<10)

DIVISION NUMBER AND NAME	TOTAL MINORITY REPRESENTATION
6. PHYSIOLOGICAL AND COMPARATIVE PSYCHOLOGY	8
10. PSYCHOLOGY AND THE ARTS	7
19. MILITARY PSYCHOLOGY	6
21. APPLIED EXPERIMENTAL AND ENGINEERING PSYCHOLOGY	8
24. THEORETICAL AND PHILOSOPHICAL PSYCHOLOGY	10
31. STATE PSYCHOLOGICAL ASSOCIATION AFFAIRS	5

Table 8

HIGHEST MINORITY REPRESENTATION BY DIVISION (N>3%)

DIVISION NUMBER AND NAME	PERCENTAGE OF TOTAL MEMBERSHIP
45. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF ETHNIC MINORITY ISSUES	48.4
44. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF LESBIAN AND GAY ISSUES	4.3
27. SOCIETY FOR COMMUNITY RESEARCH AND ACTION: THE DIVISION OF COMMUNITY PSYCHOLOGY	6.1
1. GENERAL PSYCHOLOGY	3.2
5. EVALUATION AND MEASUREMENT	3.2
9. SPSSI	4.9
15. EDUCATIONAL PSYCHOLOGY	3.0
30. PSYCHOLOGICAL HYPNOSIS	3.1
37. CHILD, YOUTH, AND FAMILY SERVICES	3.1
47. EXERCISE AND SPORT PSYCHOLOGY	3.4

Table 9

ZERO REPRESENTATION OF MINORITY FELLOWS BY APA DIVISION

NUMBER AND NAME OF DIVISIONS WITH NO MINORITY FELLOWS

10. PSYCHOLOGY AND THE ARTS

14. INDUSTRIAL AND ORGANIZATIONAL

18. PSYCHOLOGISTS IN PUBLIC SERVICE

23. CONSUMER PSYCHOLOGY

24. THEORETICAL AND PHILOSOPHICAL

31. STATE PSYCHOLOGICAL ASSOCIATION AFFAIRS PSYCHOLOGY

32. HUMANISTIC PSYCHOLOGY

36. PIRI

39. PSYCHOANALYSIS

43. FAMILY PSYCHOLOGY

46. MEDIA PSYCHOLOGY

47. EXERCISE AND SPORT PSYCHOLOGY

48. PEACE PSYCHOLOGY

49. GROUP PSYCHOLOGY AND GROUP PSYCHOTHERAPY

Table 10

APA DIVISIONS WITH MINORITY MEMBERSHIP WITH NO SPECIALTIES IN ISSUES RELATED TO CULTURE, RACE, OR ETHNICITY.

NUMBER AND NAME OF DIVISION
3. EXPERIMENTAL PSYCHOLOGY
10. PSYCHOLOGY AND THE ARTS
19. MILITARY PSYCHOLOGY
21. APPLIED EXPERIMENTAL AND ENGINEERING PSYCHOLOGISTS
25. EXPERIMENTAL ANALYSIS OF BEHAVIOR
31. STATE PSYCHOLOGICAL ASSOCIATION AFFAIRS
33. MENTAL RETARDATION